

Training Objectives

As a result of participating in this segment of training, learners will be able to:

1. Apply the Visual, Auditory, Kinesthetic (VAK) learning styles to themselves
2. Describe the importance of relationship-building skills when creating a successful learning environment
3. Identify conditions to develop a trusting rapport
4. Apply 3 specific teaching techniques in a given instructional situation
5. Apply teaching strategies for people with developmental disabilities
6. Name two teaching strategies
7. Demonstrate three methods of teaching for people with developmental disabilities

Estimated Time

1 hour and 30 minutes, depending on the number of participants

Supplies

Laptop or computer connected to a projector/monitor and Internet access

External speakers for laptop or computer

Access to this Chapter's visual content (including videos) on the DSHS website

Direct Support Professional Toolkit

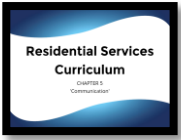
Whiteboard and dry erase markers








Post-it notes in various colors







Chart paper








Markers







Pens


<p>Preparation before training</p> 	<p>In addition to reviewing the Facilitator Guide for this chapter, having enough Toolkits and pens for each participant, reviewing your visuals, and preparing which questions you'll ask, prepare the materials for this chapter's activities, located at the end of this Facilitator Guide chapter.</p> <p>Prior to the beginning of class prepare an easel sheet labeled for each Residential Service Guideline in this sequence to make the acronym C-H-I-R-P-S.</p> <ul style="list-style-type: none"> • Competence • Health and Safety • Integration • Relationships • Power and Choice • Status <p>If you still have your posters from the chapter on Residential Service Guidelines hanging on the walls, you may use those and just add to them</p>
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		for the activity below.
Opening: Engaging Activity (5 minutes)		
Say		Looking back at the chapter about how one of your roles as a DSP is to be a teacher, let's discuss some of these things:
Ask		<p>How many of you have ever taught someone something? If no one raises their hand, suggest some things they may have taught such as driving, setting the table... Ask again: Have you ever taught someone a skill? How did you do it? Take some verbal answers from participants.</p> <p>In reality, we all have some experience with this skill.</p>
Activity		<p>Invite participants to do the following:</p> <ol style="list-style-type: none"> 1. On a post-it note, write the skills you have taught. Use one post-it note for each skill. (1 minute individually) 2. Have them partner with a small group or in pairs. With your post-it notes, please review what you have taught and group ideas together. If you both taught driving, put those together and so on. 4. Now, rank those groupings in order of importance to the group. You must have consensus on first, second, third and so on. <p>Ask the groups to place their post it notes on the CHIRPS chart papers where they think this task/skill is most likely to take place.</p>
Ask		<p>Looking at the charts, where are the gaps? Answers may include: relationships, status, integration...</p>
Note		Note to Facilitator: As participants answer the following question, write their answers on the easel sheets.
Ask		<p>What are some activities that you have taught regarding...? Answers may include: Name one of the charts that do not have any tasks on them.</p> <p>These are the same types of skills that you will be teaching to the people we support.</p>
Say		Let's talk about teaching skills.

Immerse (5 minutes)		
Activity		<p>Tell everyone that you're going to now begin to look at assisting individuals with instructional supports. You'll start by giving them a quick "test" to gauge the best learning principles that work for them.</p> <ul style="list-style-type: none"> • Ask everyone to stand up • Tell them that you will read a statement and they are to remain standing if the answer is true for them, and sit down if it's false for them. (More than likely, all will remain standing throughout.) <ol style="list-style-type: none"> 1. When I'm learning something new, it helps me to understand not just <u>how</u> to do something, but also, <u>why</u> it's important. 2. When I'm learning a new skill, I learn better if I feel that I am respected than if I'm treated like I have no idea about what I'm doing. 3. I learn best when I'm able to contribute and ask questions. 4. I learn best when I'm interested in the subject or understand how it will be helpful for me. 5. I learn best by experiencing something rather than just being told about it.
Say		Congratulations!! You have all passed the Adult Learning Principles Test. You are all adults!!!
Apply- Demonstrate Learning Application to Real Work (25 minutes)		
Say		As we assist individuals, it's crucial that we focus on our role as "Instructional Support." Remembering the first Residential Service Guideline - Competence - it's important for us to develop our training skills.
Toolkit	 	Have participants look over the Adult Learning Principles in the Toolkit Section of this chapter and briefly discuss by asking how these principles are true for them. Discuss how they are also true for the individuals we support.
Ask		<p>Why might some people not apply adult learning principles to the individuals we support?</p> <p>What kinds of things can we do to ensure that we are using Adult Learning Principles when assisting our clients with instructional activities?</p>

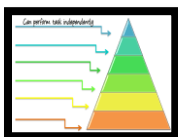
Say		Another thing to consider when communicating with individuals and helping them with instruction is their learning style. We all have predominant learning styles and we tend to teach others using our own, rather than using theirs.
Toolkit		Have them complete the learning styles test in the Toolkit.
Activity		<p>Afterwards, have a brief discussion about the different learning styles (see Fundamentals for brief descriptions) before breaking the class into 3 groups (or 6 groups for larger classes).</p> <p>Assign them each a learning style and have them come up with a list of ideas for how to help an individual with the scenario in the Toolkit, using the learning style they've been assigned.</p> <p>After 5 minutes, bring the group back together and have them share their ideas. The ideas from each of the groups should be recorded in their Toolkit section of this chapter.</p>
Immerse (45 minutes)		
Ask		Ask everyone to stand up.
Activity		Instruct participants that when you say, "go" you want everyone to put on their coat or sweater (if they have them on, ask them to remove them first, of course). Now ask them to take them off and put them on again, only this time, beginning with the opposite arm that they used the first time.
Note		Note to Facilitator: If the weather will make it possible that no one will have a sweater or jacket, be sure to have a spare. Instead of having the entire class perform the exercise, ask for a volunteer and use them to demonstrate the exercise.
Ask		What was the second time like compared to the first time?

Teach and Train (1 minute)		
Say		For many tasks that we do, we have done them so often that we no longer have to think anymore. This is called “muscle memory.” Because of this, when we try to teach someone a common task, we often leave out crucial steps in the process without realizing it.
Immerse (15 minutes)		
Activity		<p>Systematic Instruction and Task Analysis Exercise</p> <p>Divide everyone up into pairs. Give everyone a piece of 8x11 paper.</p> <ol style="list-style-type: none"> 1. Demonstrate folding the paper into exact thirds (as if it were going to be put into an envelope). 2. Next, have each pair break down the task into specific, individual steps as if they were going to teach the task to someone who has never folded a piece of paper before. Give them a few minutes to complete the task. 3. Bring everyone back and ask each pair how many steps they came up with. 4. Based on the pair with the largest number, try to determine as a group which steps were left out by others. 5. Have a discussion asking questions such as: <ul style="list-style-type: none"> • How difficult was this to break this down into steps? • What other everyday tasks might we need to break down into steps?
Ask		
Teach and Train (15 minutes)		
Say		Structured teaching, also known as task analysis or systematic teaching, is a process of breaking the skill down into smaller steps.
Ask		When you were teaching the skills on our charts, did you break things into smaller steps? Did you have to go back to one step to ensure the next step was successful? Sure! Did you have to start all over on some days? Did the person ever achieve independence – meaning that they could do it well enough on their own not to need you to help them?
Say		<p>In supported living we have a responsibility to teach the people we support to be as independent as possible. As a DSP it is your job to try to work yourself out of a job! Since that would take more years than any of us have on this earth, I think we can promise you job security!</p> <p>Structured teaching is best used when:</p>

		<ol style="list-style-type: none"> 1. Safety is an issue. It might be due to use of machinery or other safety concerns. 2. When the individual needs to learn in small steps. Many people with Autism and other Developmental or Intellectual Disabilities need to have the skills they are learning broken into smaller steps, start from left to right, have the prompt for the next step built in to the process, use of a jig and other structured methods before they can learn. Do you think it might have been helpful if you could have used a jig as part of your training for the last activity? 3. When quality is an issue. These are considered when a person is completing tasks for work. <p>In supported living, the tasks we teach are also measured so there will be documentation for teaching methods that will be taught as you learn about each person's programs. Please pay close attention to this documentation. The purpose of documentation is to:</p> <ul style="list-style-type: none"> • ensure growth in the individual's progress • ensure that the teaching is consistent between trainers • ensure that feedback is given to the program writer so that the program can be adjusted as needed • know when to set new learning tasks for growth in a meaningful life <p>Your role is to be consistent in teaching. That's consistent with yourself and with other people who are also training the task. Imagine learning something from 5 different people and trying to make sense of their instructions. Each one is teaching in the way they like to learn and not how you like to learn. What do you imagine is going on in their heads? Take some answers (confusion, they give up trying); the good news is that in another chapter, we will learn more about IISPs where you can find the training programs for each individual along with the instructions you are to follow.</p>
Apply- Demonstrate Learning Application to Real Work (5 minutes)		
Ask		<p>What are some of the things you might have to know about before you begin to teach the individual?</p> <p>Hand dominance, communication style, where they are in the learning process (just because you're new to it doesn't mean they are!)</p>

Teach and Train (10 minutes)		
Toolkit 		<p>Another method of teaching is called Backwards Chaining Teaching Method.</p> <p>Have everyone turn to the <i>Backwards Chaining Teaching Method</i> in their Toolkits. Read and discuss briefly. The person gets the win because they do the final step. (Icing the cake so you can eat it right away, putting food on the table that is already set, sealing the envelope or putting the item in the envelope.)</p> <p>The reward needs to be theirs to provide a sense of accomplishment.</p>
Ask		<p>What might the benefits of using this method be?</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Reinforcement occurs naturally through experiencing the reward of immediate success • Doesn't require as much short term memory on the learner's part • Eliminates the frustration of starting and not being able to finish, or getting lost in the middle • Keeps learner more involved • Positive nature is relationship building • Is an easier method of teaching, so the instructor has less desire to finish the task themselves (which inhibits learning) • Over time with repetition, skill is transferred to long term memory <p><i>Forward Chaining</i> is just the opposite and starts with the first step.</p>
Immerse (10 minutes)		
Activity		<p>Have everyone return to their pairs, and using the steps that were determined in the previous exercise, have them role play training their partner on how to fold the paper properly using the Backwards Chaining method.</p>
Teach and Train (10 minutes)		
Say		<p>Instruction through Prompts</p> <p>The goal of all instruction is that whenever possible, the individual would eventually be able to perform the task or skill independently. Every individual has different levels of instructional support. Some will require more time and patience; some will require more repetition and some will require more “hands on” assistance. For every step in</p>

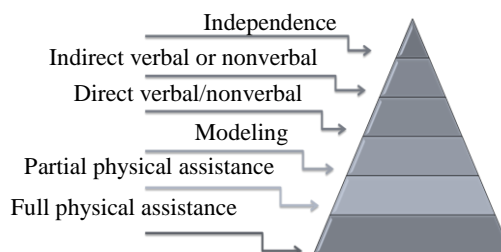
Toolkit



learning a task or skill, there is a hierarchy of prompting that leads an individual towards independence.


Have them fill in the blanks for each prompt in the proper order in their Toolkit.



See **Fundamentals** for more information.













Start at the base of the pyramid.

- Full physical assistance is used when the person doesn't seem to understand other directions. You stand or sit right next to the person or directly across from them so they can make eye contact. By placing your hand over theirs and doing the movements required you begin to build that muscle memory that we already discussed. It's habit or just something you do without thinking. When teaching people with developmental disabilities it is used when people have had no training or you just can't seem to get them started.
- Partial physical assist could be a nudge on the elbow to get the arm moving or a tap on the shoulder to get attention. It is not the staff doing a portion of the task. That's structured teaching.
- Modeling is showing the person what they are going to do and doing it right next to them. Modeling starts at a very young age when a child first learns to eat. What do you do when feeding a child their first spoonful of whatever? You open your mouth until they open theirs! It's a great teaching tool and no words are necessary!
- Direct verbal means that you are telling the person what to do at each step. This is the most difficult step to fade away from. You may have a voice in your head telling you to check for people on the sidewalks but in reality no one is telling you how to drive your car when you are alone behind the wheel.

		<ul style="list-style-type: none"> Indirect verbal prompts are a combination of gestures and speaking. More gestures and fewer words here! You begin to reposition yourself from right next to, to next to, but slightly behind. You are still close enough to assist and gesture without being in the line of sight. As a person, you are part of the prompt. Your physical appearance in the peripheral vision of the individual doing the task may mean that they won't reach independence if you are still in the picture. Independence is what we all are in our daily lives. We get up, eat breakfast, shower, shave, drive to work, do our jobs and go home. We go out, make plans for the weekend, see our friends. It's what we all want for the people we support. They should have no less of a life than you do.
Apply- Demonstrate Learning Application to Real Work (15 minutes)		
Activity		<p>Get with a partner you don't know or have never worked with before (if possible).</p> <p>We are going to practice the levels of independence. One person will be the staff and the other the person with a disability. As I read the following scenario, staff will show me how they will prompt the person to complete the task. The individual may coach as needed. (If you notice that some of the staff appear to be "getting it" better than others, ask the person who "gets it" to be the individual being supported.)</p> <p>John is one of the people we support. He is non-verbal with limited expressions, jerky movements and needs support to get him started for most activities. He is left handed and blind in his right eye. John will not pick anything up but knows he wants to. What would you do in these situations to support him?</p> <p>John sat down to dinner. (Where should the staff person sit? – on John's left)</p> <p>John does not pick up his spoon. (Which prompt would you use? Hand over hand – you could point but John won't pick it up. Some may just want to wait or give a verbal prompt but if we are following the pyramid, where do we start?)</p> <p>John pulls away from staff's hand and begins to eat. (What should staff do? Nothing but stay seated next to him.)</p>

		<p>John stops eating a few bites from eating everything on his plate, holds his spoon in the air as though he is pausing. This goes on for more than three minutes. (What prompt would you use to get him started again? Partial Physical – a nudge to the shoulder or arm, a verbal question regarding finished or asking him to indicate that he is finished.)</p> <p>John finishes his meal and sees his dessert but does not pick it up. (Which prompt would you use? Could be verbal or gesture by tapping the table – maybe both.)</p> <p>John finishes his dessert, picks up his plate and takes it to the sink. (What prompt would you use? Nothing)</p>
Teach and Train (5 minutes)		
Say		<p>A type of learning that is frequently not discussed is error-free learning. This is used when a new skill is being taught and you don't want any errors. Have you ever heard, "Let's practice the RIGHT way!"? Well, it means that you don't want to practice mistakes. You want to do it correctly every time.</p> <p>Error-free training interrupts the stops and starts in a process, the requirement to ask for permission, and any number of other things. As a staff, you would watch as the task is performed and interrupt the part that isn't a step in the learning process. You would actually body block, move a hand to the next step or do other interrupting types of things. You might use your voice and make a sound. Moms use this when they clear their throats, give a look – you know the one, or say one word that signals for you to do the right thing. Take the next correct step. Anyone ever take piano lessons? Right? Your piano teacher didn't just stop you, she placed her hand on yours, fingered with you playing the right notes, stuck her knuckle in your back to correct your posture.... Practice the RIGHT thing!</p>
Immerse (10 minutes)		
Activity		<p>Let's see if we can help Jane to open a door. With a partner practice opening the door. Decide who is staff and who is the individual.</p> <p>Read these instructions for the activity. Imagine a door in front of you. Every time Jane approaches the door she stops and picks up something off the floor. She always stops. You have tried waiting her out for hours to get her to approach the door but have been told not to speak and not to gesture.</p>

		Approach the door and help Jane open it without Jane stopping.
Teach and Train (5 minutes)		
Ask		<p>Debrief by asking how people felt. What did they do to make this happen? Model how you would move Jane to the door without being restrictive and ask them to try it again, this time switching roles.</p> <p>How did that feel? More comfortable? When would you use this teaching strategy? (This will depend on your agency. You can link it to Therapeutic Options if you have already trained that course.)</p>
Say		We have discussed four types of teaching strategies as well as effective adult learning.
Activity		Who can name two of the teaching strategies? Call on someone with their hand up. Who can name one more? And the last one? Structured, Backward Chaining, Hierarchy of Independence, and Error Free.
Reflection & Celebration (20 minutes)		
Ask	 	<p>As a review, ask:</p> <ul style="list-style-type: none"> • How important is relationship building in being able to successfully assist someone in learning new skills? • Likewise, how can learning activities build a relationship? • What competencies could these instructional methods be used for? • In what ways does becoming more competent help an individual?
Say		What an exciting time for us to be able to apply all that we have learned as we begin to support individuals to live as independently as possible! (Encourage the group to applaud their learning!)
Activity		Please administer the assessment at the end of this chapter.

Note		<p>Note to Facilitator: Please review the objectives in the Toolkit on the first page with participants. Ask participants to circle the objectives for this chapter in which they believe they need more clarity. Allow for question and answer dialogue to ensure that all of the objectives have been met.</p> <p>Hand out the assessment for this chapter to each participant. End of chapter assessments should take approximately 10 minutes.</p> <p>As a learning tool, it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure that each participant has marked the correct answer. When you review the assessment with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified.</p> <p>Due to the confidential nature of the assessments in this course, please collect and shred all completed assessments.</p>
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